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ABSTRACT

This report describes the background and results of a project to establish a school-based job placement service in the Columbia-Montour Area Vocational-Technical School in Bloomsburg, Pennsylvania. The center's activities, based on a previously-developed model, included these components: (1) Cooperative job development with the Bureau of Employment Security, (2) cooperative job matching, (3) followup to assist in work adjustment, (4) the educational program, and (5) feedback of information to improve the program. Findings and analysis are reported for placement, the 1974-75 followup study, mobility, maturity, nontraditional careers, the Bureau of Employment Security, starting wages, and cooperation. Further conclusions are offered on the facility, the word processing machine, diversified occupations programs, letters to employers, industry input, and professional associations. Conclusions indicate the following: Students placed by the program obtained higher starting wages and jobs in larger corporations; some graduates did not show readiness to enter the world of work upon graduation; although employers sought women for nontraditional jobs, no female students had chosen training in these areas; and cooperation with the Bureau of Employment Security was good. Information about average starting salaries and the followup study is appended along with other project-related material. (NJ)

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ED133596

FINAL REPORT

SCHOOL-BASED JOB PLACEMENT SERVICE MODEL
(20-5802)

Cont. of 20-5001

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June 30, 1976

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit

VT 103 508

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

The School-Based Job Placement Service Model has been operational in this school since April, 1974. The Model was designed and implemented to help exiting students find employment suited to their educational achievements and career objectives. Preparation activities are also conducted to help students become prepared to enter the world of work. Proper attitudes toward work, along with the development of interview skills and knowledge is an integral part of this program.

Placement has not been included in the educational structure of most school systems. In some states it is now mandatory. As taxes increase to support public education, accountability is foremost in the minds of the taxpayers and public. Placement is one area where positive public image could be projected to the public. Placement programs increase the probability that students will secure jobs related to their training which in turn makes them more productive.

Unemployment rates in Columbia County ranged from 14.9% to 11.9% for April of 1976. The rate is higher for the youth of the county. Students need all the help they can get in securing a job and especially that all important first job. The Placement Program devised by the Research Coordinating Unit conducted at our school is an aid in this process.

It is apparent that no one person or agencies can provide and meet the needs of both students and employers. With this in mind the school implemented the School-Based Job Placement Service Model developed by the Research Coordinating Unit. The development was based on the channels of communication among school personnel, the state and local employment services, and ultimately between students and industry.

The developmental and operational elements centered on (1) the sharing of facilities and equipment, (2) cooperative job development, (3) cooperative job matching, (4) sharing of student and job information, (5) the conducting of workshops for school personnel and others, (6) interviewing of students, (7) testing, and (8) follow-up of students and employers.

BODY

Background:

Early in 1973 a self-evaluation steering committee was created by the Columbia-Montour Area Vocational-Technical School Board of Directors. The purpose of the committee was to evaluate the existing school programs and make recommendations to the Board concerning weaknesses that may be detected through such an evaluation. Seven "task forces" were then appointed to evaluate seven different areas of school functions, one of which was a task force to evaluate the school's pupil personnel services. One of the recommendations from the task force report pointed to the need for a Placement Program within Pupil Personnel Services[1].

This supported the fundings of a Pennsylvania Department of Education study which indicated that many school systems have neglected student job placement services. They added that such a service could enhance the probability for making a student's education productive for himself and society.

To meet the recommendations of the task force committee the Columbia-Montour A.V.T.S. Board of Directors approved the Job Placement Pilot study. This effort was initiated by the Pennsylvania Department of Education's Division of Research and Bureau of Vocational Education. Its primary objective was to implement the School-Based Job Placement Service Model developed in a previus research study.

The pilot program was funded with Part C monies from the Bureau of Vocational Education. Upon completion of the pilot program (June 30, 1974) and its evaluation the Columbia-Montour A.V.T.S. Board of Directors recommended the funding of this service as a part of the total educational program.

Operating Rationale:

The pilot Job Placement Service Model (Phase II) operated on a full-time basis from April 1, 1974 to June 30, 1974. This report covers the period of time from July 1, 1975 to June 30, 1976 (Phase IV).

The following objectives were established for the pilot program:

1. Preparation activities that will enable youth exiting school to obtain and retain employment.

2. Establishment of communication with the Bureau of Employment Security and industry that will facilitate the successful entry of youth into the labor market.

3. Creation of placement and follow-up services for all youth commensurate with their abilities and interests.

In order to accomplish the above objectives a Job Placement Center was established. It was staffed by a full-time Job Placement Specialist who had received special training. Further, the center's activities are based on the Pilot Model, which includes the following components:

1. The job openings developed cooperatively by the area vocational-technical school and the Bureau of Employment Security.

2. The cooperation between the area vocational-technical school and the Bureau of Employment Security in matching students to employment opportunities.

3. The follow-up of students to assist them in work adjustment.

4. The educational program.

5. The feedback of information to provide for improving the educational program.

The results of the project will identify the strengths and weaknesses of the School-Based Job Placement Service Model. Also, it will help to determine the direction this school will take in future implementations of placement service.

FINDINGS AND ANALYSIS

Placement:

For the past three years and the yearly report will verify this, those students placed on the job full time have a better starting hourly wage then those students on cooperative education. The placement average starting rate this year was $2.73, while the starting co-op hourly wage is $2.24. In some cases in our area some of the better paying jobs are available on a full-time basis rather than a part-time basis. Granted many students on co-op work their salary scale up. Many union shops will not take students on co-op and will when a student is a graduate. The starting placement salaries are higher than those on cooperative education.

1974-1975 Follow-Up Study:

Graduates of 1975 found employment in related areas difficult to find. Only 48% found employment in related areas. The Labor Market Letter from the Berwick Bureau of Employment Security in October found unemployment running as high as 13%. 1975 Graduates had a 9% unemployment rate in the follow-up study[2] conducted in October. Many students had taken stop-gap jobs in unrelated fields until better employment opportunities became available in their area of concentration.

Mobility:

Job opportunities were presented to the graduates in distance areas. None of the students seemed interested at the present time about moving. One student moved two years ago for a position, without his family. This is the only student to date who has shown any sign of mobility. This seems to confirm the Eninger (1967) Report, "There is very little geographic mobility among New York vocational graduates". Students may at this tender age not be ready to move out of the "nest", or parental pressure may force them not to move to the metropolitan areas. One thing is certain vocational shops should teach skills that lead to employment opportunities available in their geographic area.

Maturity:

Dealing with the graduates for the past three years, has been both rewarding and frustrating. Many students do not seem ready to enter the labor market upon graduation. It's as if they are searching constantly to find better employment opportunities. This may seem only natural to an outside observer. We have seen graduates work themselves into some excellent companies and jobs. Then in a year or two become disenchanted and end up terminating their employment. The type of work they then go into seems to be the dead-end type of employment, with few benefits or advancement opportunities. Two or three graduates have returned and mentioned the fact that they were wrong and wish they had an opportunity to try it over again.

It has also been noted that some seniors are just not ready socially or mentally to enter the labor market area. It seems as if they must search and seek their own identity to find their own niche in the world. It is as if some graduates have no goal and or motivation in life. Yet others seem perfectly able to enter directly into the world of work and advance up the scale. It appears that it is an individual adjustment and apparently some graduates are not ready to enter the world of work immediately after high school.

Non-Traditional Careers:

Employers in the area were also seeking women in non-traditional careers. Unfortunately at this point we have no women in some of the more traditional men shops. We have had no girl applicants for these particular shops. Women have been enrolled in our Manpower Welding Program but not in the full day-time program. At the present time there is a market to a limited degree in our area for women in non-traditional careers.

Bureau of Employment Security:

Cooperation between the Bureau of Employment Security and our school continue to be excellent. This year we now deal with two offices instead of three. The Shamokin Office has taken over the Danville Labor Market Area. Students who are only actively seeking employment are registered on BES forms. Communication is also important in regards to students finding employment. That way only those seeking employment are kept active. Visitations by both BES and the school at the same time continue to give pl ement credit to the BES.

It does become somewhat difficult for BES to get credit in some instances. This is due to the fact that the employers call the school and bypass the BES. This is an area of concern for them as they get no credit, but helped with the ground work. They are also reimbursed according to the number of placements.

A BES representative also visits the school each year to explain their program. This is a time for students to ask questions about the BES. We feel the information is essential for students entering the work force. It is important to interact with the BES but not to become dependent upon its service.

Starting Wages:

This year as in the other two previus reports the starting wage for those students placed was higher than the starting rate of cooperative education students. The starting placement average rate was $2.73 compared to the cooperative education starting rate of $2.24. It should be noted that the cooperative education starting rate would be slightly lower due to the fact the starting wage was raised effective January 1, 1976. Many students started their cooperative education positions in September, when the starting rate was lower.

The type of employment found through the placement program was with the larger and more secure corporations. They are jobs that provide a future with advancement. This type of employment was more secure with a more reputable firm.

Some cooperative education employers may have been looking for cheap labor. More caution will be exercised so that no student is exploited. Advancement possibilities in some companies is somewhat limited. It became obvious this year that in some shop areas the better students were working cooperative education jobs and better paying jobs with more advancement, possibilities were then made available to the less qualified students. Cooperative education is a fine program when operated correctly. After an employer has trained a student for the better part of a year, you can recommend the student change jobs because of a higher starting rate. Students will change jobs for that fact, but we do not encourage that immediately upon graduation.

Placement does provide good jobs and usually higher wages. Unfortunately, in our county not every student would find employment if everyone was placed in June. Hopefully both placement and cooperative education programs will continue to add to students finding rewarding positions.

Graphic Arts Department:

It was also found that a great deal of forms and printed material was an integral part of the Placement Program. Being a vocational school the access to the Graphic Arts Department was a great asset. The cooperation exteneded to the Placement Program by the Graphic Arts Department was a positive factor in the organizational aspects of this program. They helped to develop and print many of the printed

materials. Included was the Job Placement Brochure[3] which is utilized as a basic information sheet for employers, students, and parents. The business card[4] was also developed by the Graphic Arts Department. This is important in that an employer not seeking immediate help can refer to the business card if employees are needed at a later date.

Cooperation:

Administration cooperation was essential in the Placement Project. The administration cooperated fully in regard to workshops, evaluation, meetings, conferences and professional organization. This support was essential for the operation of the Placement Model.

The administration also funnelled all jobs through the Placement Office which is critical for a new program. Most teachers have stopped attempting to place their own students and relinquished this role to the Placement Specialist.

CONCLUSIONS AND RECOMMENDATIONS

Facility:

The facility itself was of utmost importance. We have a student service suite with ample furniture. Both hardware and software supplies are somewhat inadequate for student usuage. Carpet has added the final touch to make a first class atmosphere. A receptionist is also available at all times. It is the same atmosphere that a student seeking employment would find in most businesses and industries. This facility is utilized by college recruiters, employment interviews, small group work, armed forces recruiters, career awareness programs, and a small testing area. It also allows the school schedule to run without any disruption due to the special program.

The availability of the Counselor and Placement Specialist in the same office is most convenient. Students who need the service of either one can make appointments with the receptionist. Students are referred to one or the other after finding the real needs of each individual student. Due to the fact that both are housed in the same facility, the operation runs smooth with little or no lack of communication.

The area the office is located in, also is of importance. Being separated from the administration suite is an important aspect. Being in the mainstream of the student activity area is also essential. The office is visible to the students and utilized by them for various activities. The type and location of the facility is important as to the usage by the students of the facility.

It is hoped that some type of funding may be possible to expand both hardware and software materials for the Student Services Center. The availability of more software would improve the quality of the information available from the Student Services Center.

The staff of the Research Coordinating Unit is also to be complimented for their part in the establishment of the Student Services Center. Their cooperation, expertise, and concern was appreciated throughout the entire project.

Word Processing Machine:

The word processing machine was utilized in limited selection. The retrieval aspect of this machine is excellent and could probably be utilized in placement by larger schools. In our case most of the students are known on a first name basis. This personal touch was more effective in noting strengths and weaknesses for student referrals.

The machine was utilized for student storage of information, but was utilized for this purpose on a limited basis. It was used for mass mailing of letters, which was sent to employers, seeking employment for our graduates. It was used for general correspondence to employers and

for general office use. The word processing machine is not essential for the establishment of a Placement Program.

Diversified Occupational Programs:

Competition from home schools for job slots has also increased since the inception of this project. Some schools are placing students in job slots through diversified occupational programs. Some of these schools do not fill their quotas in selected vocational areas, but allow diversified occupational programs to operate in that particular skill area. Some students have transferred back to home schools, due to the fact they operate work release programs in the junior year.

In an era of accountability such duplication of programs should be discouraged. If possible through funding of these programs or through regulations of such programs by the Department of Education.

It is inconceivable to allow federal funding of vocational monies to home schools to duplicate existing programs of the vocational schools. Especially when those schools do not fill the existing quotas in that particular area. In such cases where quotas are over applied, then funding of those diversified occupational programs should continue. Duplication of services continue to undermine the existing programs and should be investigated before funding of such programs is granted.

Letter to Employers:

One of the most effective job development methods was found to be a mass mailing of letters to employers[5]. This resulted in various placements and was more effective then the newspaper advertisement of

of last year. Many responses from the newspaper were from individuals rather than firms, who misinterpreted the newspaper ad. The newspaper was not utilized this year and was replaced with the mass mailings. The newspaper ad was adventageous in that new companies and those not listed in the yellow pages responded. It must be pointed out that some of the not to reputable companies also responded to this advertisement. Students were made aware of those companies and made their own decisions in regard to prospective employment.

Prospective Employees:

It should also be pointed out that at least five companies returned this year for prospective employees. All felt well pleased with graduates from the previous years. Some had contacted me and this emphasizes that someone must be doing something right, for employers to return to this source for prospective employees. We have made some friends in industry and they look for us to help them staff replacements or additions to their work force. Unfortunately, many employers in our area are not seeking additional help at the present time, due to the economic conditions.

Industry Input:

A personnel officer was brought in to inform students about unions. He mentioned the cost, fringe benefits, type of unions, and the cost of tools. This was a most informative day for the students. Profit and loss was explained and why it is essential for an employee to be

productive. It was a day that the students felt was very informative and hopefully we will continue this practice in future years.

He also discussed what he as a personnel administrator looks for when he interviews prospective employees. Attitude was one of the most important traits that he stressed. This confirms what we have found, that most students released from jobs are done so because of attitude rather than skills.

Professional Associations:

It is also recommended that new Placement Projects become involved with personnel and management associations. This keeps the employers aware of your program and does focus some attention on it. Another plus is you get to know those people involved in personnel that you must deal with in your everyday job. It is not recommended that you attend these association meetings for specific job development, but rather become acquainted with the organization. Some placement activity or job development does occur, but it should not be done at every meeting. Through conversation this may occur.

The publicity and positive image projected at these meetings is important. Furthermore, through this, additional publicity can be sometimes gained for your program. This year a picture of our student and a personnel manager of a local industry, main speakers, plant officials and myself appeared in the local papers. It was at one of these meetings, where I was invited to attend this "Good Mental Attitude Award Dinner". It should be noted that the more publicity you can get, the better and more positive the results of your program.

APPENDIX

APPENDIX #1

Excerpt From Task Force Report

"Work-study programs and placement services definitely should be part of an area vocational-technical school operation. Indeed, it is difficult to accept or understand why the Columbia-Montour Area Vocational-Technical School has not provided leadership in this area. Cooperative work-study programs, properly managed, have more than proven their worth in the American education process.

This committee recommends that the Self-Study and Steering Committee of the Columbia-Montour Area Vocational-Technical School establishes this topic as a first priority and takes affirmative measures to incorporate both work-study programs and placement services within this school. This committee wishes to clearly state that a work-study coordinator and placement officer must be added to the existing staff and that such duties cannot and should not be placed on the present staff.

Work-study programs and placement services naturally blend into the total pupil-personnel program effort. In many schools, work-study and placement programs are recognized as the culminating activities that provide goals for those to be educated and also serve as examples of success for those who skeptically support our American education process.

On behalf of the Pupil Personnel Services Task Force, thanks is extended to Mr. Turner for requesting our services. We wish to make it known that our committee is most enthused with this effort and stands ready to be of further service."

Respectfully submitted,

Richard A. Staber
Chairman

APPENDIX #2

COLUMBIA-MONTOUR AREA VOCATIONAL-TECHNICAL SCHOOL

STUDENT SERVICES

FOLLOW-UP STUDY 1974-75 GRADUATES

October 1975

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			TOTALS
TOTAL GRADUATES			192
Number Continuing Education		15	
Number Continuing Education in Trained or Related	11		
Number Continuing Education in Unrelated Areas	4		
*Number in Armed Forces		23	
Number Married (Housewife - not employed, nor continuing Education, nor in Armed Forces		7	
Number of Women Married and employed	4		
Number Unable to Contact		3	
Number Not Available for Employment			48
Number Available for Employment			144
Number Employed in Area For Which Trained (Or Related)		64	
Number Employed in Unrelated Area		67	
Number Employed			131
Number Unemployed			13

PERCENT		
Continuing Education or Training	7.8%	
Employed		91%
In Area for which Trained	48.8%	
In Unrelated Area	51.1%	
Unemployed		9%

*All 23 of those in Armed Forces are in schools related to their Tech School Training.

APPENDIX #3

Job Placement Service

The Columbia-Montour Area Vocational Technical School has developed two programs to assist students bridge the gap between school and the world of work. One program conducted during the school term is called the cooperative work experience program. The other program is the placement program and the main activity occurs upon graduation.

Cooperative Work Experience

In the cooperative work experience program, skilled seniors are placed on job stations that relate to the expressed career objective of each particular student. The time away from school and the money earned should be secondary and incidental to the training objective. The placement specialist and the shop teacher together shall determine when a student is ready for work experience. Each training station job functions and skills will be evaluated to determine if the student has a reasonable chance for success before being placed. The economy will be a factor in the number of job stations located for each shop.

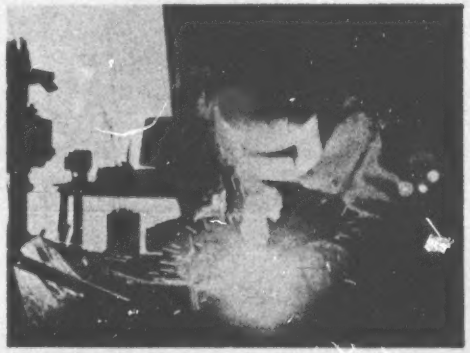
All subject areas except Health Occupations, Distributive Education, and Horticulture will be under supervision of the placement specialist. In the above mentioned shops, teachers shall be responsible for placement and visitation.

Rules and Regulations

Students who are placed on work experience must realize other responsibilities are now encountered. Monthly earning reports must be turned into the placement specialist. Grades in all subject areas must be maintained at a passing level. Students must maintain a healthy relationship with the employer and other employees. During the school term, when school is not in session, the student still has the obligation to go on the job.

Students are released for the work experience program work for a minimum of 15 hours per week to a maximum of 44 hours per week depending on the employers needs. Students under 18 years of age must have working papers before reporting to work. Students are not eligible for unemployment.

On Monday students will sign out at 1:00. Tuesday through Friday sign out will be at 11:50 A.M.



Training Agreement

A training agreement will be signed by the employer which includes: wages, working hours, date of employment, insurance coverages, and description of the planned work experience. The agreement is to be signed by the student, employer, parent's, and school representative. The cooperation of all four is essential for a smooth working training station. In attempting to familiarize the student with the world of work; you are at the same time making the student a more productive worker. The placement specialist will visit the job site frequently and unannounced. This is to ensure that the student is not being exploited. A written report will be filled out four times a year by the employer for grading purposes.

Students will receive a written list of co-op rules and regulations. Any violation of these regulations could result in the student returning to school. An employer can terminate the training agreement upon contacting the placement specialist.

Placement Program

The placement program attempts to help students find employment upon graduation. Students are referred for positions that are compatible with their vocational training or career objective. Students are referred on the basis of competency and job level skills for each position. In most cases more than one student will be referred for the same position. This service is available to all graduating seniors and school dropouts.

Hopefully this service will provide closer communications between industry and school. Young adults graduating from school need help in seeking employment. With the cooperation of industry and business, the school can assist youth in seeking that all important first job. If we aid our youth in finding meaningful employment, we have gained a contribution to our society rather than a dependency upon it.

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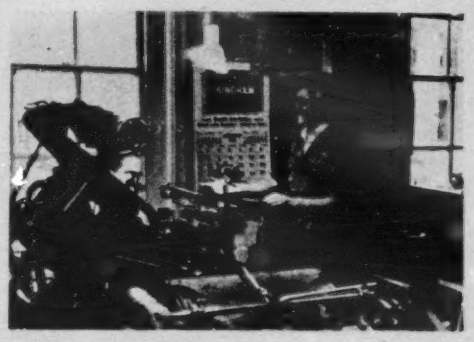

Pilot Project

This program is part of a pilot project developed by the Pennsylvania Department of Education. In attempting to find employment the placement service will attempt to work with existing community agencies. The Bureau of Employment Security is one of those agencies. A cooperative effort will be made in attempting to find suitable employment for graduates with this agency. Placement of trained graduates is a vital part of vocational education.

Follow Up

Preparation activities and follow-up is also structured in the placement program. Placement and follow up services can provide feedback which can help evaluate our graduates progress. The feedback can help to modify the curriculum changes accordingly.

All students will be screened to reduce disappointment on the part of the employer who interviews a youth not interested in that type of career as well as the youth not interested in that particular type of work.

APPENDIX #4

Columbia-Montour AREA VOCATIONAL TECHNICAL SCHOOL

R.D.#5 BLOOMSBURG,PA 17815 • 717-784-8040

FRED M. GERINGER
JOB PLACEMENT

Phone 784-8040-Ext. 20

APPENDIX #5

Columbia-Montour Area Vocational-Technical School

R.D. 5, Bloomsburg, Pennsylvania • Zip 17815 • Phone (717) 784-8040

April 5, 1976

Gentlemen:

In June the Columbia-Montour Area Vocational-Technical School will be graduating a class of young adults, who have spent half their high school education training for their future. The staff of the Columbia-Montour Area Vocational-Technical School is asking the employers of our community to consider these young adults when adding new staff or replacements. We feel the employment of one of our qualified graduates will be beneficial to you, the employer, the students and the community.

The students will be available for full time employment June 1, 1976. Until that time they may be hired on a half day basis, through our Cooperative Education Program.

We have students trained with entry level abilities in the following skill areas: Auto Body, Auto Mechanics, Carpentry, Cosmetology, Data Processing, Distributive Education, Drafting, Electricity, Electronics, Food Preparation, Graphic Arts, Health Occupations, Horticulture, Machine Shop, Metal Fabrication, Sewing and Design, and Welding.

If you have any questions about the skill competencies in any area or should you desire to hire any of these students, please contact me at (717)-784-8040, extension 20.

Sincerely,

Fred M. Geringer

Fred M. Geringer
Placement

APPENDIX #6

PLACEMENT LOG

Referrals	129
Placements	69
Full Time	19
Part Time	30
Part Time/Full Time	20
Not Hired	35
Did Not Accept	7
Did Not Report	13
Pending	5

Full Time		Part Time	
Directly related to shop	11	Directly related to shop	31
Related	3	Related	3
Not Related	5	Not Related	16
	18		50

1971 Student Contacts
293 Business Contacts

Bureau of Employment Security Referrals
10 Referrals
4 Placements

*It should be noted that this process has just started and will continue throughout the summer months.

APPENDIX #7

FULL-TIME PLACEMENT AVERAGE STARTING SALRIES

Shop	Placements	Hourly Wage
Carpentry	4	$4.10
Welding	2	$3.40
Machine Shop	1	$3.40
Horticulture	1	$2.85
Graphic Arts	1	$2.30
Auto Body	3	$2.65
Electricity	2	$2.50
Electronics	2	$2.75
Drafting	1	$2.65
Food Prep	1	$2.30
Cosmetology	1	$1.10
TOTAL	19	AVERAGE $2.73

APPENDIX #8

CO-OP LOG

Number of students on Co-op	75
Number of students staying on Co-op	38
Number of students laid-off	10
Number of students entering Armed Service	3
Number of students continuing education	8
Number of students resigned	7
Number of withdrawals from school	5
Number of students with temporary positions	4
TOTAL	75

38 of 75 seniors remaining on co-op job 50.6%
38 of 60 seniors available remaining on co-op job station 63.3%

Diversified Occupations not related to their particular shop:

Total students on this program	14
Total staying on job	11
Total resigned	2
Total entering armed service	1

A total of 89 students released throughout the school year for work related experiences.

APPENDIX #9

CO-OP AVERAGE STARTING SALARIES

Shop	No. Working	Average Starting Wage
Auto Body	3	$2.00
Auto Mechanics	7	$2.16
Carpentry	8	$2.70
Cosmetology	3	$2.31
Data Processing	4	$2.27
Distributive Ed	10	$2.15
Health Occupations	10	$2.10
Horticulture	4	$2.10
Metal Fab	2	$1.87
Graphic Arts	2	$2.20
Food Prep	4	$1.87
Electronics	4	$2.26
Electricity	4	$2.01
Sewing	7	$2.25
Welding	3	$3.20
	AVERAGE	$2.24

Cooperative Education students earned $73,076.56 this year on the school work experience program.

APPENDIX #10

INSTRUCTIONAL AREA	NUMBER OF STUDENTS	DIRECT RELATED	RELATED	NON RELATED	POST HS TRAINING	ARMED FORCES	UNEMPLOYED	UNAVAILABLE FOR EMPLOYMENT
Auto Body	11	2		2	1	1	5	
Auto Mechanics	12	3	1	2	2	4		
Carpentry	16	10	1	3		1	1	
Cosmetology	13	2		2	3	2	2	2
Data Processing	6		1	2	3			
Distributive [illegible]	11	1		1	1		7	1
Drafting	7			1	3	3		
Health Occupati	8	5			2		1	
Horticulture	11	3		3			5	
Machine Shop	11	2		3		2	4	
Metal Fabricati	8	1		3	1	2	1	
Graphic Arts	3	2				1		
Food Preperatio	11	6		1	1		2	1
Electronics	15	1		4	5	2	1	2
Electricity	14	3		6		4	1	
Sewing and Desi	8	2		3			2	1
Welding	9	3		3		1	2	
TOTAL	174	46	3	39	22	23	34	7

APPENDIX #11

ANECDOTES

The Placement Program has been a learning and growing experience for myself and the school and the students. Employment in our area continues to be difficult to obtain. Companies seeking employees through letters to the school were once again this year on the down trend. One company was seeking employees this year and only minority students were being recruited.

The economy continues to change and the employment outlook fluctuates each year with many employers. Last year most of the major employers did not hire in our area. More success was obtained in contacting minor employers last year.

As the economy changes so does the type of employment oppotunities. Last year new housing construction was down and construction related trades were difficult to find employment opportunities in. This year many good opportunities were found for carpentry students as the new home construction moved upward again. Machinist jobs became difficult to find and in the previous two years, were plentiful in our area. It becomes difficult to forecast what the employment opportunities will be for each particular shop each year.

Another factor that should be pointed out is the fact that some of our students take positions listed as unrelated to their particular field of study. Being an agriculture area, some graduates become involved with the family farm. The skills in mechanics, welding and carpentry to name a few will surely be utilized by the graduate in years to come, but it is listed as unrelated in the senior survey.

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